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ABSTRACT

Though the standards derive from a school district's New English Language Arts (ELA) scope and sequence, at least two content areas or disciplines (English and Social Studies) are addressed in this unit of study on Human Rights, and there is ample room for the arts. In particular, the major theoretical framework supporting the unit is Howard Gardner's multiple intelligences theory in service of deep disciplinary understanding. Thus, the unit crosses all eight intelligences and allows room for many other disciplines. It is presented in an easy-to-consult chart style (a curriculum map), with content, skills, assessment, and standards featured in large, bold type. (NKA)

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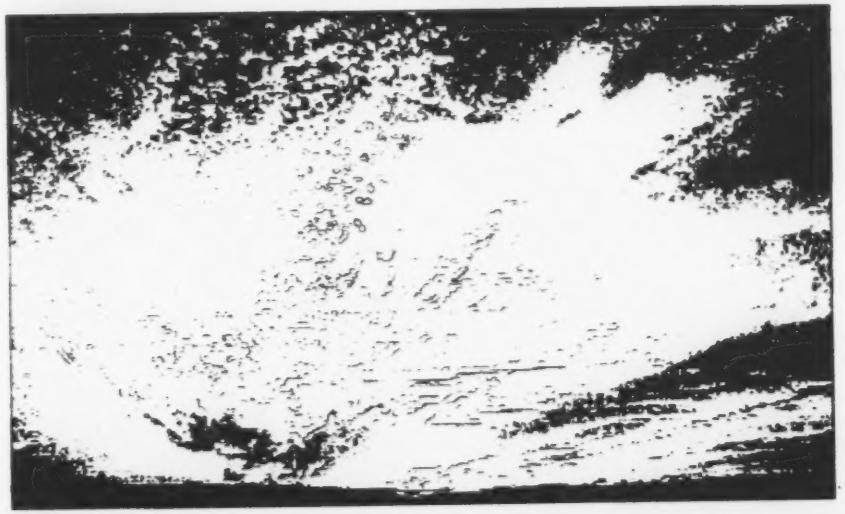

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HEROES AND TERRORISTS

ELA for 21st century Schools

TO BE ENLIGHTENED IS TO BE INTIMATE WITH ALL THINGS.
(ADAPTED FROM THE TEACHINGS OF ZEN MASTER DOGEN)

"What is it to wake up to the truth about reality? Is it to realize that we're made of the same subatomic particles as a starfish or the stars? Is it to drop our preoccupation with ourselves and watch the walls between me and you, mine and yours disappear? As our suspicious gaze softens, a clear view of the universe emerges. When we can see past superficial differences, we feel at home where ever we are. The world is no longer a room full of wary strangers but a vast cosmic block party to which everyone—and everything—is invited.

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HEROES AND TERRORISTS **ELA for the 21st century** **By Jerry Ellsworth Fluellen, Jr.** **9-18-01**	**Grade 8 Curriculum Map** **Theme: Human Rights** **Note.** **This unit may be reworked for higher and lower grades.**	**Emphasis:** • **types of writing for the PSSA** • **information literacy** • **problem solving and posing**
Key frameworks: • Constructivism • Howard Gardner's multiple intelligences theory and new MI approach • David Perkins learnable intelligence theory and knowledge as design method of critical thinking • Harvard University's performance view of understanding • Applications from brain research • Applications from instructional technology	Essential questions: • What is a hero? What is a terrorist? • What might be enlightened solutions to the problem of terrorism? • How might we seek truth, beauty, and goodness? • What new questions shall we ask?	Key standards in a nutshell: • Read critically. • Write to publish. • Research to learn. • Think imaginatively. (beyond the standards) Key values in a nutshell: • Teach for depth of understanding. • Teach for truth, beauty and goodness. • Teach all children for power and consequence. • Teach to develop intelligences.
CONTENT (DISCIPLINES)	**SKILLS**	**ASSESSMENTS**
September **Though the standards derive from the district's new ELA scope and sequence, at least two content areas or disciplines are addressed in this unit: English and Social Studies. In addition, there is ample room for the arts. In particular, the major theoretical framework supporting the unit is Howard Gardner's multiple intelligences theory in service of deep disciplinary understanding. Thus, the unit crosses all eight intelligences and allows room for many other disciplines.**	**Standard** **Read critically.** Use David Perkins' knowledge as design (KAD) to think critically about the lyrics of this song. That means thinking about purpose, structure, model cases, and arguments. Translated to generic questions, these become as follows: 1. What is it for? 2. What is it made of? 3. What is it like or unlike? 4. What makes it work? Such questions help students to think along the lines of four or more perspectives on any given idea	"Transfer of knowledge to a situation for which that knowledge is appropriate." Howard Gardner Engage thought demanding task. David Perkins These are performance views of understanding. Learners show what they know and build new understanding with each assessment. Assess for understanding throughout. Assess slide shows with the PA rubric for writing.

Michael Jackson et al will be releasing a single to raise 50 million dollars as relief for families of victims in the attack on our nation. This song and many others such as Sting's "Brand new day" may be folded into the unit. Also, Time magazine and US News and World Report both published magazines the week of the attack. They contain outstanding graphics and stories to help learners gain more depth.	or object. For example, Miriah Carey's song about a hero illustrates how to think with KAD. Applied to "Hero" Miriah Carey, KAD thinking becomes as follows. 1. Why did Miriah Carey write "Hero?" 2. What key ideas about a hero stand out? 3. How does this song remind you of yourself or someone you know?" 4. What makes this song worth remembering? 5. What new questions about "heroes" shall we ask? Follow up: Create a practice power point slide show with the KAD questions above. Memorize and perform the song "Hero". **Standard** **Write to publish.** Thought demanding task: Write an informational piece about the song "Hero." Specifically, use the knowledge as design questions and answers to construct a power point slide show. Perform the slide show. Note. If no computer software is available, slide shows can be made with construction paper or white art paper. Slide shows may be illustrated with graphics and music as well.	
October Nonfiction pieces about the terrorist attack on our nation--seek primary documents from USA Today. New York Times. or Washington Post. See newsmagazines such as Time, US News and World Report. Also, see whole TV news video programs available from the stations. See AOL for online coverage and www.time.com.	**Standard** **Read critically.** Point of entry: Open with a KWL or the Starting Block" game from Harvard University's critical squares game) These uncover prior knowledge and generate questions. Then **preview** the Twin Towers (Time magazine 9-11-01). This is a timeline that explains why the buildings collapsed.	Assess for understanding throughout. Assess the persuasive essay with Heidi Adrade's rubric for persuasive writing.

	Review the generic knowledge as design questions and **create** a set of KAD questions specifically for the timeline. These critical thinking questions serve as both an advance organizer and reflection piece. For example, the following KAD questions may be used. 1. Why did the Time magazine reporters create this timeline? 2. What main ideas about the attack on the World Trade center are worth remembering? 3. How are these attacks different than any ever experienced in our nation? 4. What new questions shall we ask? **Follow** the KAD as an advance organizer with several looks at the timeline (e.g. silent reading, read aloud thinking aloud, story map of main idea and details, summarizing main idea and details). **Reflect**: Use the carousel game to answer each of the above KAD questions. Create and present a power point slide show from the knowledge as design questions and answers. (informational piece) **Standard** **Read critically.** Point of entry: What do you see in the picture? Lead picture of the story "If you want to humble an empire" Time magazine (9-11-01) Then preview the story. Review knowledge as design (purpose, structure, model case, argument) Use the following questions as an advance organizer or write your own. 1. Why did Nancy Gibbs and the 200 Time magazine reporters write this story? 2. What ideas stand out?	

	3. What examples of heroes stand out? 4. What are the differences between a hero and a terrorist? 5. How might we create enlightened solutions to the complex problem of terrorism? 6. What new questions shall we ask? Read the story dramatically. Create a story map then read the story silently. Add ideas to the story map. Summarize the story. Follow up with these: • Create a storyboard (words and pictures) to describe the events in time order. • Present the story boards	
November	**Standard** **Write to publish.** Thought demanding task: Write a persuasive essay about the attack on our nation. Publish the essay online or in hardcopy. (persuasive piece) Or write a story about a hero during the terrorist attack. Publish the story. (narrative piece)	Assess for understanding throughout. Assess the persuasive piece with Adrade's rubric for persuasive essays. Assess the narrative with the PA rubric for writing.
December	**Standard** **Write to publish.** Create an online or hardcopy magazine. Publish the best of the essays and stories in time for the holiday. Add illustrations for the stories and essays. Add poems and graphics.	Assess for understanding throughout. Create with students use a performance-based rubric for research papers. Use the rubric with students to assess research papers and guide parental involvement.
January, February, March Note. The research paper meets the district requirements for graduation. It is a multidisciplinary project.	**Researching** "Today information literacy means the ability to find, evaluate, and apply information from a variety of sources. And with information proliferating at astounding rates, information literacy may be the	With the class, co-create a rubric for research papers. Be sure to have criteria (descriptions for each level of quality, usually four levels) and gradients (four or more levels).

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	most valuable set of skills for students to master in the first part of the 21st century." *Mosaic* Spring 2001 p 7 Research theme: heroes and terrorists in the attack on our nation Thought demanding task: Write a research paper about heroes and terrorist. **Standard 1:** **Students understand how to select and refine a topic.** Eighth grade students will be able to do the following: • Formulate an essential question • Use traditional and electronic search tools • Select appropriate primary and secondary sources • Take relevant notes from sources and maintain a bibliographic file with MLA style • Summarize and synthesize relevant information from note cards • Create an initial draft that includes an introduction, body, and conclusion all focused on a main idea (about an endangered species) • Revise and edit for publication **Standard 2** **Students understand how to present information.** Eighth grade students will be able to do the following: • Present the relevant information in Standard	

	English and to a specific audience • Use MLA style to cite bibliographic sources • Give effective critical and evaluative stances • Defend a thesis (main idea) to an audience • Use at least one appropriate technology or medium in the defense • Publish the research paper (electronically or hard copy)	
April Note. The mini conference for peers and parents meets the district requirement as a service project.	Thought demanding tasks: 1. Create a mini conference for students to present their research papers before peers and parents. 2.Review three types of writing for the PSSA: • Informational piece (KAD slide shows) • Persuasive piece • Narrative piece 3. Organize the three pieces, rubrics, and the research paper into a portfolio of best works.	Use the class rubric on research papers to guide assessments of understanding. Use the PA rubric for writing and Adrade's rubric for persuasive writing to guide assessments of understanding in the three types of writing for the PSSA.
May **Note. To learn more about the value of creativity in the real world, read Robert Sutton's article "The weird rules of creativity" in the Harvard Business Review. Also, to learn more about classroom uses of the creative problem-solving format (CPSF) do a key word search on the Internet.**	**Beyond the standards** **Think imaginatively.** Students understand how to think imaginatively about a given topic. Eighth grade students will be able to do the following: 1. Use a creative problem-solving format to explore a complex problem such as terrorism 2. Create a sustainable solution (one that solves a complex problem and benefits future generations) 3. Create best, worst, and probable scenarios to see the problem solution set from three perspectives.	

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	Creative problem solving format (CPSF) *Purpose* create a sustainable solution to a complex problem *Structure* four stages (each stage requires both creative and critical thinking) *Model case* (Sidney Parnes and Paul Torrance have found that the CPSF helps people to think more imaginatively *Arguments* Once learners have a knowledge base, they are prepared to extend their understandings to imaginative thinking. **Simplified CPSF for children** Topic = terrorist attacks on our nation in the 21st century 1. Find the problem (brainstorm; select best ideas; change one best idea into a problem statement: "In what ways might we…?) 2. Find many solutions (brainstorm solutions to the problem statement, select two or three) 3. Find criteria for selecting a best solution (brainstorm criteria, select two or three criteria, add "sustainable" as a key criterion if it is not on the list) Note. A "sustainable solution" is one that both solves a complex problem and benefits future generations. Such solutions are also likely to be enlightened. 4. Find a plan to put the solution to work (brainstorm possible ideas for plans; create one plan; when possible, close the idea/action gap by putting the plan to work in the real world) Thought demanding tasks: 1. Write best, worst and probable scenarios about how the complex problem of terrorism might be solved in the 21st century. Publish scenarios	

	electronically or in hard copy.	
June Extensions	2. Create a mini conference to present the scenarios to an audience made of peers and parents. 3. Create a web site that incorporates power point slide shows, persuasive pieces, narrative pieces, research papers, and scenarios. 4. Reflect on the year with knowledge as design. Why did we study heroes and terrorists? What ideas and skills did we learn? What was different about this project? What was missing from the project? What new questions about heroes and terrorists might be asked?	Note. **During the 2001-2002 school year, I will put this curriculum map online in the IBM Learning Village. Members of the district's ELA team may join me. You can co-create the unit online as a guest. (www.cpi.k12.edu.us/)** **Let me know about the creative ways you have changed the unit to fit your students.** **jerrynewwine@aol.com**

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